**Grade-Level Data Collection: Third Grade Team**

1. Discuss where you are as a group. What’s going well? What’s not? What stumbling blocks are you encountering? Etc…

* Students picture themselves as writers.
* Everybody is on the same page with language for writing and expectations.
* Book three is extremely difficult for third grade students.
* Book four regenerated some excitement when fiction was introduced.
  + One stumbling block is varying schedules between buildings. Time allotments are not the same for subject areas
  + Writer’s Workshop is a 45 minute block and is not formally assessed
  + Training for dealing with bullying
  + A concern that the highly structured schedule is prohibiting flexibility
  + Schedule for delays

1. List all the ways you gather assessment information.

Written and oral assessments

Classroom work and observation

Standardized Tests

Classroom Projects

1. Why is it important that students gather in a common place to receive their mini lesson?

The students’ attention is maintained in an area with limited distractions.

1. What makes assigning writing partners and important piece of the lesson?

It is an essential part of the active engagement. It provides a different perspective.

1. What things are you finding particularly stressful during conferences with students?

Not knowing the goals for each student

Not having a handle on all the material the student has written

Students not conferring lose focus

Students awareness of writing abilities

1. What would you like Carl to specifically address during our session with him on August 4th?

What are the 105 teaching points?

Where do we start with each student and where do we end up? How do we determine the goals for each student?

1. Think about and discuss how next year will be different and what you will do differently for students since they have had a full year of writer’s workshop.

Not as much time should be needed to establish the language for writing if it was used consistently the previous year. Mini lessons should be quicker with less anxiety due to our familiarity.

Create a unit of study for writer’s workshop to work on PSSA writing skills.

Create a grading rubric/checklist for writer’s workshop by collaborating with 3rd, 4th and 5th grade teachers.

1. Make some serious decisions about who will represent your grade-level team this summer during the writing institute. Some people have already come forward and committed to attending. Discuss this and share this with the group so everyone is aware and communication throughout the team is on-going.
2. Complete the following chart to further describe each teacher’s need(s) for support.

*Label with* I*=Immediately,* S*=Soon, or* L*=Later*

**General area of need for all 3rd grade teachers:**

* Time management-outside of class (keeping up with reading students’ writing and preparing lessons)
* Student motivation: how do we continue to motivate those students who are tired of writing?

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| **Teacher’s Name:** | **Area of Need:** |
| **Ex:** Daphne Snook | Conferencing notes (S) |
| Molly Bishop | gathering mentor texts (S) |
| Courtney Trawitz | helping reluctant writers (S) |
| Patty Blyler | mentor text copyright policy/permission (S) time management- outside of class (keeping up with reading students writing and preparing lessons) (S). |
| Angie Schmoyer | all of the above (S) |
| Cindy Hokenbrough | unit of study for PSSA writing (S) |
| Lisa Wolf | unit of study for PSSA writing, unit of study for persuasive, narrative, and informational writing building toward 5th grade PSSA writing test,  conferencing notes, assessment (S) |
| Mary Keiser | helping reluctant writers-(S). creating a unit of study for PSSA to teach writing to a prompt (S). |
| Faye Aurand | time management (keeping up with reading student writing and preparing lessons(S)getting writers to think for themselves to create their writing (S) Discussion with others about what is working across grade levels(S) |
| Brittany Folk | conference goals (S) and helping reluctant writers (S) |
| Vicki Edmiston | help students generate ideas when they have limited experiences and background knowledge(S) |

1. Work on your grade-level To-Do list, which will help keep your group progressing through needs so that each time your team has an opportunity to work together you know exactly what you will do to keep moving forward.
2. Create a rubric/checklist to assess Writer’s Workshop
3. Create a PSSA Writer’s Workshop unit
4. We are asking for permission to use our outline (that we created on 2/18/11) as mini lessons for PSSA preparation during Writer’s Workshop time. **Immediate Attention**